

Abstract
of the thesis of Palina Anna Andreevna
on the topic “Formation of professional identity of future foreign language
teachers”, submitted for the degree of Doctor of Philosophy (PhD)
8D01702 - Foreign language: two foreign languages

Relevance of the research topic. The modern reality of the Kazakh labor market requires competitive specialists capable of making independent decisions, who are striving for self-development and self-realization in the profession, for improving the level and quality of their education, as well as for developing their soft skills. The shift in employers’ guidelines when hiring specialists to the professionals of a new format causes corresponding changes in the legislative framework related to education content in Kazakhstan and, consequently, in the system of higher professional education, which, in its turn, being adapted to the requirements of society and legislation, is constantly being under modernization and reformation. However, some aspects of professional training remain in a blind spot or are not sufficiently developed, which affects the quality of future professionals’ training. One of these aspects is the professional identity of future foreign language teachers; its formation is not given due attention.

Currently, students preparing to become foreign language teachers do not feel the appropriate commitment to the chosen profession, proper pride and responsibility for the role they will perform, for the huge and significant influence on the younger generation that they will exercise. The formation of professional identity is a necessary component of the training of future foreign language teachers. Consequently, the education content for future foreign language teachers requires more careful consideration, determination of the necessary conditions for the formation of students’ professional identity and development of appropriate methodological materials.

The analysis of the current professional training system for future foreign language teachers revealed the following **contradictions**:

- between the need to provide the quality of training of foreign language teachers capable of self-development, self-reflection, commitment to the chosen profession and the insufficient consideration of this aspect within the professional training content for graduates by higher education organizations;
- between the need to form the professional identity of future foreign language teachers in the process of university studies and the lack of scientifically based model for the formation of this competence in future foreign language teachers.

The search for effective ways to resolve these contradictions determined **the research problem**: theoretical justification and development of a model for the formation of professional identity of future foreign language teachers. This problem determined the choice of the research topic in the following edition: “Formation of the professional identity of future foreign language teachers.”

The purpose of the research: to theoretically substantiate, experimentally test the pedagogical model for the formation of professional identity of future foreign language teachers.

The object of the research: the pedagogical process of training future foreign language teachers in higher education organization.

The subject of the research: formation of professional identity of future foreign language teachers.

The research hypothesis:

if the developed model for the formation of professional identity of future foreign language teachers is introduced into the pedagogical process of university, *then* this will generally improve the quality of the foreign language teachers training, *since* students will acquire a set of professional and personal qualities, knowledge, skills, aspirations, and values appropriate to the achieved professional identity.

The research objectives. In accordance with the purpose and hypothesis of the study, the following research objectives were identified:

1. to review the essence of the concept of “professional identity of future foreign language teachers” as a professionally important personal quality of a teacher in the field of foreign language education;

2. to identify pedagogical conditions for the formation of professional identity of future foreign language teachers;

3. to develop a model for the formation of professional identity of future foreign language teachers;

4. to experimentally test the effectiveness of the developed model for the formation of professional identity of future foreign language teachers.

The research methods:

- theoretical methods: study and analysis of philosophical, scientific-methodological, psychological-pedagogical and special literature on the research problem; analysis of the state educational standards, programs, teaching aids and teaching materials; generalization; systematization; pedagogical projecting and modeling; designing the training course content that ensures the achievement of specified didactic goals;

- empirical methods: pedagogical observation; testing; questionnaire; interview; expert assessment and self-assessment; interpretive methods; pedagogical experiment; check list;

- methods of mathematical statistics: Cronbach’s alpha coefficient, Student’s t-test for independent samples, Student’s t-test for dependent samples, Pearson’s correlation test.

The sources of the research include the laws of the Republic of Kazakhstan in the field of education, regulatory documents on the issues of higher professional education, scientific, theoretical philosophical, psychological and pedagogical scientific works, methodological and bibliographic databases, etc.

The methodological basis of the study is composed by the following:

- competency-based approach (V.I. Bidenko, V.I. Blinov, E.Yu. Yesenina, I.A. Zimnyaya, V.N. Zimin, E.F. Zeer, D.A. Ivanov, A.K. Markova, N.I. Kolesnikova, A.V. Khutorskoy and others);
- system-activity approach (V.V. Davydov, A.N. Leontyev, S.L. Rubinshtein, P.G. Shchedrovitsky and others);
- concepts in pedagogy and psychology that determine the organization of pedagogical process based on a person-oriented approach (K.N. Akhverdiev, A. Maslow, K. Rogers, E.V. Bondarevskaya, O.S. Gazman, V.V. Serikov, I.S. Yakimanskaya and others);
- concepts of professional education (S.Ya. Batyshev, A.P. Belyaeva, V.I. Blinov, A.N. Leibovich, A.M. Novikov, G.N. Serikov, I.P. Smirnov and others);
- a system of personal and professional values that ensures the professional development of future specialists (K.A. Abulkhanova-Slavskaya, N.E. Kasatkina, V.I. Kovalev, A.T. Rostunov, E.L. Rudneva, I.F. Isaev, N.D. Nikandrov, V.A. Slastenin, E.N. Shiyanov and others);
- theories of personal self-determination, personal and professional identity (E. Erickson, J. Marcia, A. Maslow, K.A. Abulkhanova-Slavskaya, V. Frankl, B.G. Ananyev, E.P. Ermolaeva, E.V. Koneva, N.L. Ivanova, N.S. Pryazhnikov, D.I. Zavalishina, E.V. Kupriyanchuk, Yu.P. Povarenkov, V.N. Pavlenko, E.M. Lanina, U.S. Rodygina, L.B. Shneider, E.A. Klimov and others);
- interactionist approach to the study of the processes of achieving identity by a person (P. Berger, T. Luckman, C. Cooley, I. Goffman, R.D. Fogelson, J.G. Mead).

The problems of identity formation, professional self-determination and professionalism are studied by such domestic scientists as R.T. Alimbaeva, M.T. Baimukanova, R.Sh. Sabirova, B.I. Karipbaev, D.K. Kusbekov, A.A. Beysenova, A. Amirova, A. Dosbenbetova, A. Musabaeva, V.D. Kurganskaya, M.Sh. Kabaziev, A. Rakhmetova, G.K. Tleuzhanova, A.K. Beysegulova, Zh.K. Nurgalieva, N.I. Aytymbetov and others.

However, the issue of developing a model for the formation of professional identity of future foreign language teachers and identifying pedagogical conditions that accomplish this model is not fully disclosed and requires more careful study.

The research work included 3 stages:

The first stage (2020-2021) is associated with the formulation and comprehension of the research problem, a comprehensive study and analysis of general and specialized scientific literature on the issues of professional identity of future foreign language teachers, the base of regulatory and departmental acts on the research problem in order to determine its methodology, studying the existing practice of preparing students of this educational program, determining the pedagogical and regulatory supporting materials for future foreign language teachers' training. This made it possible to substantiate not only the theoretical foundations of the study, but also to review the essence of the concept of "professional identity of future foreign language teachers" as a professionally important quality of a teacher's personality in the field of foreign language education.

The second stage (2021-2022) is devoted to the study of the empirical foundations of the research, the development of methodological materials to support the educational process; the identification of pedagogical conditions and development of a model for the formation of professional identity of future foreign language teachers; the organization of the ascertaining stage of the experimental work in order to identify the initial level of students' professional identity through the developed questionnaire, test, A.A. Azbel's methodology, observations, essay; the processing and analysis of the received data; the conducting of the formative experiment, during which the identified pedagogical conditions and the developed model were tested.

The third stage (2022-2023) is aimed at summing up the results of the experimental testing of the effectiveness of implementing the developed model; analyzing the obtained results and comparing with the hypothesis and the purpose of the study; formulating the conclusions; developing the recommendations; formatting the dissertation thesis.

The scientific novelty of the study lies in the fact that the following has been completed:

- redefinition of the concept of "professional identity of a future foreign language teacher" as a professionally important quality of a teacher's personality in the field of foreign language education;
- substantiation and development of a model for the formation of professional identity of future foreign language teachers;
- identification of pedagogical conditions for the formation of professional identity of future foreign language teachers, contributing to the accomplishment of the model.

The theoretical significance of the study lies in the study of current problems and current trends in the professional training of future foreign language teachers, which made it possible to redefine the concept of "professional identity of a future foreign language teacher" as a professionally important quality of a teacher's personality in the field of foreign language education; in scientific substantiation and development of a model for the formation of professional identity of future foreign language teachers and identification of pedagogical conditions that accomplish the model. The theoretical principles contained in the work contribute to the methodology of foreign language education and can be used in modeling the pedagogical process that provides high-quality professional training for future foreign language teachers.

The practical significance of the study lies in the fact that methodological supporting materials for the process of forming the professional identity of future foreign language teachers have been developed and implemented in the educational process. These materials include:

- the author's questionnaire to study the level of professional identity of future foreign language teachers in three components (emotional, cognitive, behavioral);
- the system of measuring instruments of the formation level of professional identity of future foreign language teachers in three components (emotional, cognitive, behavioral);

- the teaching aid “Methodology of foreign language education: teacher’s professional identity” recommended by the Presidium of the Council of the Educational and Methodological Section of the PMG for publication with the stamp of the EMU PMG on the basis of Kazakh Ablai Khan University of International Relations and World Languages (extract from the minutes of the meeting No. 3 dated 01.02.2024.);

- the MOOC course “Formation of professional identity of future foreign language teachers”, integrated on the platform of Karaganda Buketov University (<https://mook.buketov.edu.kz/course/view.php?id=98>).

Scientific provisions recommended for protection:

Provision 1. Attempts to study the concept of identity date back to ancient times. Its detailed study during the 20th century made it possible to remove this concept from the sphere of psychoanalysis, where it was interpreted as a pathological phenomenon, which afforded using this term in psychology as a normal state of personality.

The priority of legislative and regulatory documents of the Republic of Kazakhstan is the training of teachers who have an achieved professional identity. Modern training of foreign language teachers (analysis of the modular educational program, working curriculum for the program 6B01705 - Foreign language: two foreign languages (English/German, Chinese, French), plans for educational work) is characterized by the lack of disciplines and educational activities, including systematic and consistent formative influence on the professional identity of students.

A redefined concept of “professional identity of future foreign language teachers”, its structure, developed criteria for assessing the level of formation of professional identity of future foreign language teachers (low, medium, and high) in three components.

The professional identity of future foreign language teachers is a complex of personal and professional qualities of university graduates, reflecting the degree of conscious acceptance of teaching activities in the field of foreign language education as a means of self-realization and professional growth, relating oneself to representatives of this profession and the teaching community, manifested in emotional, cognitive, and behavioral components.

The emotional component of professional identity of future foreign language teachers is characterized by evaluative judgments about the profession of a foreign language teacher; the ability to reflect on one’s suitability for this profession in order to maintain motivation and desire for self-development.

The cognitive component of professional identity of future foreign language teachers is characterized by cognitive activity towards knowledge about the professional competencies of a foreign language teacher, a generalized system of ideas about oneself as a foreign language teacher.

The behavioral component of professional identity of future foreign language teachers is characterized by the skills and abilities of solving problems and tasks in the field of foreign language education, in particular the implementation of the decision regarding oneself, one’s professional activities, and in relation to

interaction with other participants in the educational process is expressed in the form of actions and deeds.

Provision 2. The pedagogical conditions for the formation of professional identity of future foreign language teachers, by which we mean a set of external circumstances, to a certain extent created by a teacher, which have a formative impact on professional identity in its three components: emotional, cognitive, and behavioral:

- 1 emotionally positive atmosphere of academic and pedagogical interaction;
- 2 didactic reference complex;
- 3 pedagogical training cases modeling in the field of foreign language teaching.

The identified conditions, which provided the basis for the developed model for the formation of professional identity of future foreign language teachers, are interconnected and interdependent; this means that a purposefully formed attitude towards professional activity largely determines the way of thinking, the nature of professional goals, values, and beliefs that are peculiar to the professional community where an individual operates and which in turn predetermine the image of professional actions and interactions. And in reverse order, behavior that has become routine in the process of educational work creates the prerequisites for the formation of professionally approved goals, values, and beliefs and determines the appropriate attitude towards the profession, towards oneself in it and towards professional responsibilities.

Provision 3. The model for the formation of professional identity of future foreign language teachers, which includes the following blocks: target, content, procedural, evaluative, and effective. The result of the training is the future foreign language teachers' professional identity achievement.

Provision 4. The results of experimental pedagogical work on testing the effectiveness of the developed model for the formation of professional identity of future foreign language teachers, which were verified for reliability and validity through mathematical and statistical analysis, testing psychometric properties, establishing internal consistency, convergent validity and reliability in the research socio-psychological laboratory based at Karaganda Buketov University.

The research base: Faculty of Foreign Languages, Karaganda Buketov University, educational program 6B01705 "Foreign language: two foreign languages".

Publication of the research results. The content of the dissertation work was reflected in 11 publications of the author. Within the topic of the research, there was 1 article published in a scientific peer-reviewed publication, namely in the journal "Education and Science" included in the Scopus database with a percentile of 62, 3 articles published in publications recommended by the Committee for Quality Assurance in the Field of Science and Higher Education of the Republic of Kazakhstan, 7 articles published in abstracts of international scientific and practical conferences.

Structure of the dissertation. The dissertation consists of an introduction, two chapters, a conclusion, a list of references, and appendices that reflect

documents and research materials. The volume of the dissertation is 150 pages with tables and figures.